



YOUTH SERVICES COUNSELOR II

CHARACTERISTICS OF WORK:

This is professional work in a correctional setting working with youth who have been committed to the state training schools or with those in other juvenile justice settings. Work involves the preliminary assessment of cases which consists of conducting interviews to obtain social histories and providing psychological services and orientation back into the community setting. Incumbents assist in determining the needs of students and make proper referral to federal, state, or local agencies supplying necessary supporting data. Additional duties of a similar nature are involved in the planning for case management and treatment; providing crisis intervention; and planning for and affecting the release, discharge, or parole of committed youths. Incumbents have frequent conferences with supervisors to discuss problems arising in their work and for instructions as to subsequent steps to be taken in specific cases.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

A Master's Degree from an accredited four-year college or university in Social Work, Counseling, or one of the behavioral sciences*;

AND

Experience:

One (1) year of experience directly related to the described duties.

***As stated in the Final Judgment of the Kenneth Morgan, et. al. vs. Douglas Sproat, et. al., Civil Action No. J75-21(N).**

PHYSICAL REQUIREMENTS:

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be

used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

Light Work: May frequently walk or stand and/or frequently exert force equivalent to lifting up to approximately 10 pounds and/or occasionally exert force equivalent to lifting up to approximately 20 pounds.

Vision: Requires the ability to perceive the nature of objects by the eye.

Near Acuity: Clarity of vision at 20 inches or less.

Midrange: Clarity of vision at distances of more than 20 inches and less than 20 feet.

Far Acuity: Clarity of vision at 20 feet or more.

Peripheral: Ability to observe an area that can be seen up and down or left and right while eyes are fixed on a given point.

Depth Perception: Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.

Ability to adjust focus: Ability to adjust the eye to bring an object into sharp focus.

Speaking/Hearing: Possesses the ability to give and receive information through speaking and listening skills.

Taste/Smell: Possesses the ability to use the sense of smell to recognize and distinguish odors. Possesses the ability to use the sense of taste to recognize and distinguish flavors.

Motor Coordination: While performing the duties of this job, the incumbent is regularly required to sit; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms. The incumbent is frequently required to stand; and walk. The incumbent is occasionally required to stoop, kneel, crouch, or bend.

COMPETENCIES:

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

PUBLIC SECTOR COMPETENCIES:

Integrity and Honesty: Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

Work Ethic: Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work.

Service Orientation: Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meets and/or exceeds the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers.

Accountability: Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward of state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to detail to achieve high-level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards, and mistakes. Has knowledge of how to perform one's job. Knows the organization's mission and functions and how it fits into state government.

Self Management Skills: Effectively manages emotions and impulses and maintains a positive attitude.

Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork.

Interpersonal Skills: Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict situations. Encourages others through positive reinforcement.

Communication Skills: Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives other cues such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information; listens to others, attends to nonverbal cues, and responds appropriately. May make oral presentations. Communicates ideas, suggestions, and concerns, as well as outcomes and progress throughout the process of an activity. Provides thorough and accurate information.

Self-Development: Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas.

TECHNICAL COMPETENCIES:

Counseling: Counsels youths in a juvenile justice setting.

Leads individuals and group counseling sessions. Conducts counseling regarding troubled youths and/or youths in the juvenile justice system.

Customer/Resident Relations: The ability to interact with customers/residents and assess their needs with professionalism.

Demonstrates empathy and respect in interaction with customer/resident. Probes to discover customers'/residents' underlying needs. Maintains a professional distance by understanding the boundaries of the professional role and monitors own personal agenda. Maintains confidentiality. Maintains impartiality.

Youth Supervision and Management: Provides supervision and guidance to students at a training academy or in other juvenile justice settings.

Provides supervision and leadership to troubled youths. Enforces rules and regulations regarding activities of students. Maintains discipline and order according to guidelines.

Outreach: Serves as a liaison between the institution or school and the court and community.

Develops and maintains relations with the court and the community. Initiates correspondence to youths' families and to the courts.

Situation Analysis: The ability to evaluate characteristics of each situation and use appropriate tactics to achieve results.

Assesses cases by interviewing youths and preparing social histories. Determines the needs of youths and makes proper recommendations and referrals.

ESSENTIAL FUNCTIONS:

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:

1. Performs activities involved in the preliminary study of cases.
2. Conducts individual and group counseling regarding troubled youths and/or youths in the juvenile justice system.
3. Provides supervision, leadership, and programs for troubled youths and/or youths in the juvenile justice system.
4. Prepares and maintains files, documentation, legal documents, and various reports.
5. Develops and maintains relations with the court and the community.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

Prepares social histories, interviews youths, and makes other necessary contacts.

Confers with supervisor on apparent emotional problems of youths.

Works with Counselor Aides in their contacts with students.

Leads individual and group counseling sessions.

Maintains an individual file on each youth.

Compiles pre-parole progress reports.

Maintains weekly adjustment records of his/her case load and makes recommendations accordingly.

Initiates correspondence to students' families and to the courts.

Performs related or similar duties as required or assigned.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.